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This booklet outlines a four-phase induction program for a small group of beginning teachers, a continuing process of orientation and professional growth throughout the first year of teaching: (1) During the Summer: The Importance of Being Prepared: (2) Orientation: Organize, Organize, Organize: (3) After School Starts: The First Semester of Mutual Adjustment: and (4) The Second Semester. Included for each phase is discussion of the cooperating teacher's advisory role (not supervisory or evaluative) along with suggested approaches, discussion topics, and activities that may be useful tools in assisting the beginner to examine his teaching situation. An annotated bibliography suggests 10 selected books and four pamphlet series as practical aids for program development. (SP 003 110 and SP 003 111 are related documents. A 150-frame, 25-minute filmstrip, "Thank God It's Friday," and accompanying record also available from the Association for $12.00. Three documents plus filmstrip and record, $13.50.) (JS).

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GUIDELINES FOR COOPERATING TEACHERS

PROJECT ON THE INDUCTION OF BEGINNING TEACHERS

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SP003109

Our hope is
in these
new teachers for,
in the long run,
our success
depends on theirs . . .

The suggestions presented here were developed and reviewed by participants in the NASSP Project on the Induction of Beginning Teachers, a program supported by the participating school districts, the National Association of Secondary School Principals and the Carnegie Corporation of New York.

DOUGLAS W. HUNT, Project Director

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PRC'ECT ON THE
INDUCTION OF BEGINNING TEACHERS
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Washington, D.C. 20036

As a *cooperating teacher* you have accepted the responsibility for the professional development of a group of beginning teachers. This booklet contains a variety of suggested approaches, discussion topics, and activities for your consideration. You should not, however, be limited by these suggestions. Rather, combine your own insights, the needs of the beginning teachers, and the resources of your district to develop a program uniquely suited to your school.

The induction program outlined here contains four phases of equal importance (summer, orientation, first semester, second semester) and represents a continuing process of orientation and professional growth. It is important that you help the beginning teachers understand that your guidance will not be limited to the first few weeks but will extend throughout the year, changing in focus from an emphasis on immediate problems to matters of professionalism, self-evaluation, and personal growth.

Your effectiveness will be determined in part by the nature of the assignment and arrangements under which you work. It is therefore desirable that the induction program be considered a regular part of your teaching responsibility as well as a regular assignment for the beginners. While at times you will need to work with the beginners individually, experience indicates that the most effective arrangement is to work as a group on a daily basis during the regular school day. Under these conditions you can work with from 4-8 beginners. You will find that throughout the course of the year members of the group will learn as much from one another as from you and that as the year progresses the group meetings will begin to resemble a seminar with the cooperating teacher serving more as the adviser than as the teacher. In order to achieve this type of relationship it is essential from the very outset that the beginners understand that **your role is "cooperative"—not supervisory or evaluative, and that all of your discussions will be held in confidence.**

No one expects you to know all the answers. But you can be of invaluable assistance in guiding a group of beginners toward goals that you, as an experienced classroom teacher, can see more clearly than the person just starting out on his teaching career. Perhaps the best way for a cooperating teacher to begin developing a plan for helping new teachers is to try to remember your own first year of teaching and the accompanying emotional strain.

during the summer

The beginning teacher's first contact with the school will be the employment or assignment interview, and if it can be arranged, this is a good time to introduce yourself to him and explain your role as a cooperating teacher. Also, a letter from you, a personal conference, or a telephone conversation about three weeks before school starts in the fall will be helpful in establishing those lines of communication so necessary for an effective relationship, particularly if you have yet to meet a beginner with whom you will work.

You will probably sense the beginners' enthusiasm and eagerness to start, coupled with some anxiety over what lies ahead. Most beginning teachers have dozens of what might seem to be rather petty and insignificant questions, but which are of great importance to them because all contribute to a feeling of security or insecurity about their new job. Some, however, may not ask any questions, in which case you might want to draw them out to make certain that they understand the nature and purpose of the induction program, your own role, and their teaching assignment. In any case, they will not yet have experienced any of the concrete problems or concerns they'll meet once school starts. Thus, the type of assistance needed most from you at this point is knowing that they have been warmly welcomed, and feeling that they have established a comfortable, secure working relationship with you. It is especially important to stress at this time that **you will not evaluate them** in any way but rather help them to get started, assisting in their transition from student or practice teachers to teachers, with full responsibility for their portion of the educational program.

This is a good time to go over the texts each will be using, and the teacher's manual if one is available. Tell them what you can of the students and the level of classes that they will have. You could also at this time arrange for a tour of the school, and an inspection of the classrooms and other facilities which they might use.

SUMMER: The importance of being prepared

- Write or call and introduce yourself; find out about each beginner's background.
- Inquire about housing; offer assistance if necessary.
- Introduce the beginning teachers to the administration and to their respective department heads.
- See that they have a copy of their schedules, and that they understand their assignments.
- See that they have copies of textbooks, syllabi, and/or school handbooks.
- Assist in the location, review, and evaluation of resource materials that may be available.

Orientation

If your school has an orientation period for new teachers, it will be helpful if you can attend most of the scheduled meetings with your group. Seldom are any of us able to absorb the vast amounts of new material so often presented all at once, and you can be of great assistance by spending several days (or as much time as you feel is necessary) going over the various procedures and philosophies discussed. Usually the best course of action is to deal with the important points one by one, keeping in mind that you will not be on the spot to help when the inevitable class or homeroom problems arise.

You should also make sure that the faculty, and especially the beginning teachers' department heads, clearly understand both your non-evaluative role as cooperating teacher and the purpose of the beginning teacher's reduced load, if he has one. Particularly during the first year of the program it is advisable that the principal or superintendent issue a formal statement explaining the induction program and your assignment. It might be possible for you to explain briefly the induction program to the faculty during one of the orientation sessions. It is also of the utmost importance that the principal understand the non-evaluative nature of your assignment.

If your school has no formal orientation period for *new teachers* you might devise one, covering particularly those aspects of the first few days that are likely to cause concern if they are not understood. You could begin with a tour of the school plant, and, if possible, provide each with a map. Point out the location of the various school supplies—audio-visual equipment, bookroom, stockroom, etc.—and how to use them. You might also explain the school schedule, including the bell system and lunch hours and any special procedures which might prove troublesome or confusing. It will be particularly beneficial to review all the attendance procedures: those covering the register, lateness, absence, dismissal, passes, and also arrangements for a substitute. Try to familiarize them with the record keeping system, and perhaps have them fill out samples of the most frequently used forms (insurance, book requisition forms, etc.). It would also be useful to explain the duties of the various administrators and other school personnel: principal, assistant principal, nurse, librarian, counselors, custodians, etc.

If you have not been able to arrange for it earlier, you might at this time visit the beginning teachers' classrooms with them, making certain that they have all the materials and equipment they'll need. Any special devices of your own for handling classes on the first day might be welcome: a questionnaire to be filled out by each student; ways of arranging seating charts and learning names; and useful activities to fill the time before textbooks are available. A brief outline of homeroom duties and/or classroom procedures could be helpful.

Most of these items will have to be covered more than once before they are completely understood, and should be presented one by one. The beginning teachers will undoubtedly feel bombarded by information at this time, so go slowly and be generous with words of encouragement. Although this part of the orientation procedure seems to consist largely of "little things" and survival techniques, this control of detail helps to alleviate insecurity by giving the beginning teachers confidence in themselves, a confidence which may then be shared by the students.

The question of how much guidance to give and what things should be learned by oneself is always a difficult one to answer. Experience indicates that it is advantageous to identify for the beginning teachers those problems that may be expected to arise and those staff members who are in a position to offer assistance.

What to teach, how to get started, and what materials to use are of vital concern to new teachers. If you haven't covered this topic in a late summer conference, now might be a good time to discuss it with them as a group. If you are in the same department this should be a fairly simple matter; if not, arrange for an early meeting between the beginning teachers and their respective department chairmen. Your beginning teachers will need help in preparing class activities or lesson plans, and they most likely are unaware of the importance of having plans and assignments from the very first day of school, or of the fact that they might have to wait for some days before their classes receive books, and before some classes settle down.

ORIENTATION: Organize, organize, organize

- Make certain that the principal and faculty understand both your role as cooperating teacher and the beginning teachers' relationship to you and the department head.
- Attend normal orientation meetings with the beginning teachers; go over the most important points.
- Take the beginning teachers on a tour of the school and community; provide them with a map.
- Explain:
  a. School schedule (bells, lunch, etc.)
  b. Attendance procedures (register, lateness, absence, dismissal, passes, arranging for a substitute)
  c. Record keeping (forms, reports, insurance, etc.)
  d. Location and use of teaching supplies
  e. Administrative organization (principal, assistant principal)
  f. Supporting facilities (librarian, counselors, nurse, custodian)
  g. Assignment and handling of texts and supplementary books.
- Help set up classrooms (bulletin board, seating arrangements).
- Review possible procedures for the first day (seating charts, assignments, outline of homeroom and class duties, suggestions for activities before textbooks are available).
- Discuss subject matter to be taught; if your fields differ, arrange for a meeting of the beginning teachers and their department heads or other experienced teachers who might assist.
- Be available so that they can consult with you when problems arise. Give them a copy of your own schedule.

after school starts

Lots of specific, concrete, practical help will be needed now. No doubt you will be bombarded with "How do I . . ." questions centering around problems of administrative detail, discipline, lesson planning, grading, and homework, to mention but a few.

Among the most distressing problems for many beginning teachers is student discipline. The difference between what they have been led to expect and the reality of their actual classroom situations is often a rather upsetting learning experience for them and the more concrete assistance that you are able to provide, the better.

If a beginner has been assigned a class of slow learners, he'll probably need special assistance. A thorough introduction to the school's guidance facilities, coupled with a talk on motivation or a discussion of discipline and adolescent problems, could be enormously helpful. Group discussions of these areas will often be supportive, for through them each beginning teacher will realize that he is not alone in having problems. This kind of knowledge again helps to lessen the inevitable feelings of insecurity.

Sometime during the third or fourth week of school it might be helpful to orient the group to the community, particularly if they are teaching in an area very dissimilar to the ones in which they grew up. This sort of knowledge is of immense assistance to beginning teachers in their efforts to understand and subsequently "reach" their students. Perhaps your principal or superintendent has scheduled a bus tour of the area; if not, you might arrange one for your group. A talk by the community relations expert before or during the tour can be most helpful.

Participation in extracurricular activities can be valuable as a means of seeing students in a different setting. You might discuss with the beginning teachers the opportunities for participation in such activities and assist them in considering the advantages and disadvantages of involvement, particularly the extent of their involvement. It is, however, usually unwise for a beginner to have total responsibility for an activity his first year.

Another type of contact with the student is through his parents. Most schools have PTA and open house programs. It would be valuable to review attitudes toward parent-teacher conferences, in particular, helpful hints for handling special problems and an explanation of what administrative assistance may be available in each situation.

The new teachers will most likely require additional guidance in preparing lesson plans, once they have become familiar with their students' abilities. Either you or their department chairmen might watch this closely. You can be of great assistance here by going over the texts with them, discussing the appropriateness of their plans, and pointing out supplementary materials; you could also illustrate various ways of teaching a unit. While your suggestions and ideas might already be known to the beginning teachers, your encouragement can help them overcome their insecurity and in some cases a reluctance to try something new. They must learn that they are free to make mistakes—and that you can help them learn from these mistakes. Naturally you'll want them to consider your ideas as suggestions, not mandates. As one cooperating teacher remarked of a new teacher—

> *He needed some sense of direction and help, to feel secure in his job when he was just starting. But as he began to relax after the first few weeks of school he started making his own plans and changing the ones we made together. This is what any good, capable teacher will do. I feel very strongly that they will experiment, use their own ideas and initiative as soon as they feel secure in their job.*

Experience indicates that the more emphasis placed here on a professional exchange of ideas between cooperating and beginning teachers, based on mutual respect, the better the chance of success. You represent for them a person who has gained great satisfaction from teaching through getting to know and understand the students. Emphasizing this positive approach to teaching can be of invaluable help to your group.

You might also go over the school's grading policy again after the first few weeks. This can be done by reviewing the grades assigned to the first major assignments and quizzes. Certainly it would also be well to review the grades they are planning to give for the first marking period.

Sometime during the third or fourth week of school might also be a good time to observe the beginners' classes. It is best if the invitation comes from them, but you can take the initiative by offering to observe their classes as they raise specific questions about conditions within the classroom. Here again it is important to stress that you will not evaluate. When you do enter their classes for the first time it's likely that you'll spot many areas needing improvement. When you review the observation, take each area slowly, one at a time, and balance criticism with encouragement. This will be far easier for you and more effective for the beginner than presenting him a list of suggestions to try all at once. Perhaps you will want them to visit one of your classes, so that you might demonstrate a point and also make the observation a two-way opportunity.

The discussions of what you have observed in classes, together with grading and testing techniques, lesson planning, discipline matters, administrative routines, etc., should all be scheduled; however you will want to discuss them as good examples arise or "problems" come up. While your group sessions should be planned, be prepared to set aside your plans and capitalize on "real problems" presented by a member of the group. Flexibility is needed here, of course, as it is in all aspects of the program. At times the beginners might benefit most from an extra planning period. Despite the beginners' occasional protests that they haven't got enough time to work together or anything to talk about, it seems to their advantage for you to insist on regular daily sessions even if occasionally they are just an opportunity to work together quietly or provide an opportunity for them to blow off steam. In the long run much is to be gained from working together, as the beginners will learn much from each others' experiences and gain confidence as they share ideas and plans.

A little later in the semester, arrangements should be made for the beginning teachers to observe other classes—one another's, your own, someone else's in the department, or in another school. The timing for this will, of course, depend on their own readiness to learn from someone else's techniques as well as individual scheduling arrangements. Most beginning teachers will also require some instruction in how to observe.

FIRST SEMESTER: Mutual adjustment

- Lesson planning and organization of material and method in terms of various ability groups.
- Diverse teaching methods and techniques.
- Motivation.
- Disciplinary techniques; school policy on discipline.
- Careful review of student folders on file in the guidance office.
- Extracurricular activities.
- Preparing tests.
- Grading practices.
- Supplementary materials.
- Homework.
- Care of classroom.
- Parent-teacher conferences.
- Relationships with fellow teachers and students; professional ethics and organizations; teachers meetings.
- Observation.
- Visits to materials/curriculum center.
- Special seminars with experts: (discipline, motivation, etc.).
- Meetings with specialists: reading, visiting teacher, curriculum coordinator, principal, assistant principal, etc.
- After school interest group meetings, along subject matter lines.

the second semester

Toward the end of the first semester the emphasis of the induction program should gradually shift away from adjustment to teaching and the immediate daily concerns of the beginner. By this time the "survival techniques" have served their purpose and the beginning teachers should begin to feel in control of the situation. If they have had a reduced load during the first semester they may now feel that they could handle an additional class, and may actually desire one. You will find that they are not quite as anxious to meet with you as they were during the first semester, and some will resent the time allotted to the discussion meetings. But this is the time when the greatest growth may take place, the time when the greatest challenge is presented to you.

Early in the fall semester it was often necessary to be directive, with immediate practical advice. There may still be areas —school policy, for example—where as a cooperating teacher you will need to be highly directive. But as the year goes on you should find yourself helping the beginning teacher to see alternatives and reach his own conclusions. Thus, while the keynote of early induction might be survival and adjustment, it later becomes analysis and evaluation.

In assisting the beginner in this process, the cooperating teacher might begin to ask questions similar to these:

What is the role of the teacher?
What is it that you are trying to teach? Why?
Why do you present it that way?
What alternatives are there?
Are you using the most appropriate and effective materials?
Are you testing for what you actually teach?
What does the grade you give really measure?

Of course, these are only a sampling. You will undoubtedly think of many others. The point is, you will gradually want to stop giving answers and increasingly ask questions that will direct the beginning teacher's thoughts.

How often is it in teaching that we hear that a lesson went badly or that a particular class period was a disaster, followed by the comment, "I can't understand why." It is important that the beginner begin to understand "why." You can help him separate the many parts of the teaching-learning situation so that he sees the relationship among them and the relevance of each as it contributes to the whole. By testing the effectiveness of each of these parts, changes may become obvious that will greatly affect the total situation. An example of the process of analysis and evaluation in one of the simplest forms can be seen in questioning the presentation of brief directions to the class:

Does the teacher understand the directions?
Is the class able to hear or read his statement?
Do they show signs of understanding?
If questions are raised, are they relevant?

Is the teacher able to provide reasonable answers?

Are the answers understood?

Is the class able to follow the directions?

Are the results those that were intended?

A similar although considerably more complex pattern will apply to all teaching-learning situations. Since the beginning teachers will now be in a better position to contribute, the group should become more of a seminar with the cooperating teacher assisting the group to see issues rather than just providing answers.

As the beginners become more secure you may want to encourage them to try a variety of methods and test their own ideas. Their ideas may not be new to you, and they may not seem realistic. How far to let them go and how to help them learn will be a challenge to you. During the first semester you spent much time trying to keep the beginners from making mistakes, but now you will want to encourage trial and error. In a sense you will be encouraging them to make mistakes, mistakes from which they can learn.

ACTIVITIES

There are a number of activities that may be useful tools in assisting the beginner to examine his teaching situation, but they will be only as useful as you and the beginners care to make them. We suggest the following, but you may find others that may be more applicable. Simply going through the paces, however, will accomplish little and may detract from the time that could be spent on daily preparation. Your guidance and encouragement are essential.

Case Study. This would normally involve an in-depth study of one or perhaps several students from a class. In most instances it would be well to start with a student or students who have shown signs of being a problem, maybe from the standpoint of motivation or discipline, as these are easily recognized and provide a point on which to focus. The study would generaliy include:

a. Gathering information. There are many sources, and learning what these are is important in itself. The most obvious would be the guidance office. Here it is necessary that the beginner not only collect the information, but also understand what the scores, comments, referrals, etc. really mean. Studying guidance files will usually reveal some other sources worth investigating—other teachers, family, specialists, administrators, etc. The following areas could yield pertinent information: physical (appearance, health, energy, growth pattern); family (occupation, religion, socio-economic status, values, relationships among parents, brothers, sisters); friends (clubs, activities, social preferences); mental and emotional (intellectual capacity, imagination, opinion of self, aspirations).

b. Interpretation. Here the beginner would benefit from your reaction and guidance as well as that of other specialists. The other beginners might assist in analyzing the situation.

c. Taking action. Some changes in teaching behavior might be indicated. At least the beginner, with the assistance of the cooperating teacher and perhaps the other beginners, may see a range of alternatives.

d. Evaluation. With a better understanding of the student it is usually possible to evaluate the entire teaching-learning process. Good experienced teachers do this as a matter of course. For the beginner it may be necessary to proceed slowly, with your guidance, until the process becomes more familiar to him.

Observation. Observation during the first semester probably was a rather open-ended activity. If continued throughout the school year, it should be done with a definite purpose in mind. It could be related to the case study by having the beginning teacher observe a student in other classroom settings, thus enabling him to see the student's reaction to other teaching styles and materials. Or its purpose might be a demonstration of a special teaching technique. Often it is wise to have a conference with the observed prior to the observation, as well as following it.

Cooperative Teaching. In developing his own teaching style a beginner can often profit greatly by sharing techniques and approaches with other teachers. Planning lessons together and sharing classroom experiences not only encourages this but also helps remove the barrier of isolation. Team teaching, of course, provides an excellent opportunity for teachers to compare, question, and learn. Even when scheduling difficulties make actual cooperative teaching impossible, it may be possible for two teachers to plan a unit together, but teach it separately to their own classes. Other opportunities to work together undoubtedly exist in every school. Take advantage of this means of sharing ideas, building self-confidence, gaining practical experience, and sharpening judgment.

Video Tape and Sound Tape. Taping a classroom situation with a tape recorder or video tape unit can be of great assistance in developing the skill of self-evaluation. The beginner might start taping and viewing (or listening) privately. Seeing and hearing himself for the first time is bound to be disconcerting. Assure him that the tape will not be heard or seen by others unless he wishes, and that it will *never* be used for formal evaluation purposes. Some cooperating teachers find that the best way to initiate this activity is to tape one of their own classes first and then play it back to the group. All can then analyze the content (focusing on teaching technique, class participation, etc.), and then study the various uses of such equipment. With experience and confidence the beginners can learn much from each other if the tapes are used on a group basis. The possibilities are almost unlimited.

School and Community Studies. As the beginning teacher adjusts to teaching he will probably benefit from a greater understanding of the school and the community. We suggest a structured means of gathering this information through the use of a survey or inventory. Probably the most widely available is the section on school and community in the *Evaluative Criteria*. The beginner will usually need considerable assistance in interpreting the data and making full use of it. As with all other activities, this requires time, effort, and, above all, judgment on the part of the cooperating teacher. A study of this type might include visits to feeder schools.

Informal Contact with Students. The beginner can learn a great deal about adolescents by working with them outside of the normal classroom situation. Increased participation in extracurricular activities during the second semester is an excellent means of getting to know students as individuals, and at the same time performing a service to the school. Tutoring students individually or in small groups might provide another opportunity to meet with students informally and also observe individual learning patterns.

DISCUSSION

You may find that you will devote considerable time to one or two of the following topics—as well as others not mentioned—because they are of concern to the beginners.

Teaching resources and methods
Motivational techniques used by successful teachers
Achieving variety in lesson planning.
Learning theory
Testing, grading, and evaluation
Adolescent growth and development
The slow learner
Discipline
Reading

As a discussion develops you might find that it is desirable to invite an experienced teacher in your building or a specialist from outside the school to meet with the group. Your judgment regarding whom to invite and when to involve him will be exceedingly important. In some instances you will probably want to brief him before he starts to work with the group. A word of caution—experience indicates that discussions which cannot be applied by the beginner to his own teaching situation will have little impact.

a *final word*

From the beginning the new teacher has been an individual, with all that that implies. You've tried to start him on the path to becoming a good teacher. But there are limits to what you can do, and it is important to keep in mind throughout the year that the ultimate success or failure of the beginning teacher does not rest solely on your shoulders.

Although you have pledged not to evaluate the beginner, it is possible that because of your close contact with him you may feel that for psychological or other reasons he should not be in the classroom. If this is the case, you should feel free to have a confidential discussion with the principal and review the entire situation.

Some beginners may leave after a year of teaching for a myriad of reasons over which you have no control: crowded schools, lack of classrooms, clashes over administrative policy, low income, marriage, or a wrong vocational decision. Those who stay will still have much to learn, largely through experiences yet to come. Unfortunately some will remain in teaching through inertia, seemingly untouched by much of what you have attempted. But for the receptive, potentially good teacher, you will have helped develop a professional attitude, a willingness and facility for self-analysis, a certain degree of security in his role, highly developed skills and techniques, and an enthusiasm for teaching—in short, you will have helped create an effective teacher.

Selected bibliography

The books and pamphlets listed below are intended for use by the cooperating teacher. What follows is not an exhaustive bibliography on teacher education, but rather a list of some brief, inexpensive, and practical materials which might prove helpful in developing a program for beginning teachers. **A word of caution: It is often tempting to assign an appropriate book to a beginner who is having difficulties in a particular area. Please resist this temptation.** Experience indicates that the beginning teacher will gain far more from reviewing a problem or situation with **you**. In some instances you may want to supplement your own knowledge, and it is for this reason that we offer the following bibliography.

BOOKS

Carter, William; Hansen, Carl W.; and McKim, Margaret G. **Learning to Teach in the Secondary School.** New York, N.Y.: The Macmillan Company, 1962. 423 pp.

A textbook which is neither a "how-to-do-it" handbook nor a condensation of method texts; rather, it highlights basic educational principles and therefore could be a useful reference for the cooperating teacher.

Evaluative Criteria—1970 Edition. National Study of Secondary School Evaluation: American Council on Education, Washington, D. C. 1969. 356 pp.

A method for evaluating a school in terms of what it is striving to accomplish (its philosophy and objectives) and in terms of the extent to which it is meeting the needs of the students who are enrolled or for whom it is responsible. Good basis for a study of the school and community. Individual sections available separately.

Holt, John. **How Children Fail.** New York, N.Y.: Dell Publishing Company, 1965. 181 pp.

A sensitive, eloquent description of the strategies young children use to meet the demands made on them, the effect of fear and failure on children, the distinction between real and apparent learning, and the way schools fail to meet the needs of children.

Holt, John. **How Children Learn.** New York, N.Y.: Pitman Publishing Company, 1967. 189 pp.

A perceptive description of young children using their minds well, learning boldly and effectively. The author believes that children have a style of learning that fits their condition, which they use naturally and well until "educators" train them out of it.

Keene, Melvin. **Beginning Secondary School Teacher's Guide.** New York, N. Y.: Harper & Row, 1969. 228 pp.

A complete reference book on the common problems facing the beginning teacher with practical suggestions on how to deal with them. A good source of back-up information for the cooperating teacher.

Mager, Robert F. **Preparing Instructional Objectives.** Palo Alto, Calif.: Fearon Publishers, 1962. 60 pp.

Before the teacher prepares instruction, before he chooses material, machine, or method, it is important that he be able to state clearly what his goals are. This practical book tries to state objectives that best succeed in communicating the teacher's intent to his children.

Sanders, Norris M. **Classroom Questions: What Kinds?** New York, N.Y.: Harper & Row, 1966. 176 pp.

A practical plan to insure a varied intellectual atmosphere in the classroom. The approach is through a systematic consideration of questions that require students to *use* ideas, rather than simply to *remember* them. Basic ideas underlying this study of questions come from the book **Taxonomy of Educational Objectives,** edited by Benjamin S. Bloom.

Strom, Robert D., ed. **The Inner City Classroom: Teacher Behaviors.** Columbus, Ohio: Charles E. Merrill Books, Inc., 1966. 204 pp.

Specific ways to improve the teaching of disadvantaged children, contributed by ten specialists. Topics include teacher aspiration and attitude, overcoming value differences, fostering creative behavior, improving the pupil self-concept, diminishing teacher prejudice, motivating the slow learner, discipline, and reaching the parents.

The Real World of the Beginning Teacher. National Commission on Teacher Education and Professional Standards, National Education Association, Washington, D. C. Report of the National TEPS Conference held in 1965. 90 pp.

Investigates the plight of the beginning teacher and suggests some ways in which the process of induction to teaching might be altered and improved. Good background reading for the cooperating teacher.

Trubowitz, Sidney. **A Handbook for Teaching in the Ghetto School.** Chicago, Ill.: Quadrangle Books, Inc., 1968. 175 pp.

Written by a New York City elementary school principal, this practical book is designed to help teachers know the setting and problems of ghetto schools. The author has studied the experiences of those teachers who have succeeded in the ghetto and from them he has drawn some general principles for success. Includes practical illustrations and a helpful reading list.

PAMPHLET SERIES

I. Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

"New Curriculum Developments." 1965. 106 pp.
An analysis and interpretation of current curriculum projects in the arts, English, foreign languages, health education, mathematics, science, social studies, vocational education, and instructional technology.

"Influences in Curriculum Change." 1968. 116 pp.
A discussion of social and psychological forces which are influences in curriculum change, plus a report on current curriculum developments in art, music, health, and physical education, social science, and vocational education.

"The Changing Curriculum: Science." 1966. 39 pp.
An examination of current science curriculum projects and a discussion of continuing curricular issues.

"The Changing Curriculum: Mathematics." 1967. 80 pp.
The second in a series of booklets growing out of the work of the ASCD Commission on Current Developments. A discussion of the forces and pressures that underlie the "mathematics revolution" and a description of a few actual projects and school programs.

II. Association of Classroom Teachers of the National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

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This series is published to provide classroom teachers with concise, valid, and up-to-date summaries of educational research findings and their implications for teaching. Each pamphlet is designed to serve two prime functions: to suggest principles and practical procedures that may be applied directly by the classroom teacher, and to provide a springboard for further study and use of research findings.

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III. Economics Press, West Orange, New Jersey.

"Motivation" (Carlos de Zafra, Jr., Gladys W. Balcom, and Elizabeth B. Mitchell). Suggestions for making students want to learn.

"Classroom Personalities" (Emery Stoops, Russell E. Johnson, and Owen Smith). Concise information concerning various types of children found in the classroom, with suggestions for courses of action in trying to help them.

"Understanding the Problem Child" (Louis E. Raths and Anna Porter Burrell). Points out things teachers can do to help satisfy the basic emotional needs of children in their classrooms.

IV. Rinehart Education Pamphlets. Holt, Rinehart and Winston, Inc., New York, New York.

A series of brief, "how-to-do-it" pamphlets written for both elementary and secondary school teachers.

"A Handbook for the New Teacher" (Willard Abraham)
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"Education Summary." Croft Educational Services, 100 Garfield Avenue, New London, Connecticut 06320.

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A service to help those interested in education to be aware of current research and innovations, government contributions to education, and developments at the federally-financed education laboratories and research and development centers.

Other materials developed by the Project on the Induction of Beginning Teachers include:

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Welcome to Teaching! contains a series of suggestions for the new teacher, covering the period of time from employment through the first few months on the job. It is designed to be given to the teacher when employed.

For information, write
Project on the Induction
of Beginning Teachers,
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